

Childminder Report

Inspection date

1 December 2016

Previous inspection date

5 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder gets to know children very well and has an in-depth understanding of their interests, personalities and skills. She identifies their next steps for learning and plans stimulating, challenging activities to help them make good progress.
- Children's speaking and language skills are promoted well. The childminder models good use of language, narrates what children are doing, extends their vocabulary and repeats their words back with clear pronunciation.
- Settling-in arrangements are carefully tailored to meet the individual needs of children and their families. The childminder's sensitive support helps children to form a secure emotional bond, develop confidence and feel safe and secure in her care.
- The childminder promotes children's good health and encourages them to try new healthy food. She helps them to develop an understanding that too much of some food is not good for them. Children have opportunities to be active and play outdoors.
- The childminder builds very good relationships with parents. Parents value the support and advice that she offers. Information about children's care and learning is shared effectively, helping to provide consistency and continuity in their experiences.

It is not yet outstanding because:

- On occasion during adult-led activities, the childminder does not fully support children to investigate and explore the choices available to them.
- Although the childminder demonstrates a strong commitment to ongoing training and professional development, this is not sharply focused on honing her good teaching skills to an even higher level.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend opportunities for children to investigate, choose and explore resources in their own time and own ways during adult-led activities
- focus ongoing training and professional development precisely on enhancing teaching skills to the highest possible level.

Inspection activities

- The inspector viewed all areas of the home that are used for childminding. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder and discussed her self-evaluation.
- The inspector looked at children's assessment records and a range of other documentation, including policies and procedures. She checked evidence of the suitability of people living on the premises and of the childminder's training.
- The inspector spoke to a small number of parents during the inspection and took account of their views. She spoke with the childminder and children at appropriate times during the inspection.

Inspector

Victoria Mulholland

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, the childminder has carefully reviewed working practices and procedures. She maintains all required documents and records to support the safe and effective management of the setting. The childminder evaluates her practice and takes the views of parents, children and external advisors into account. She identifies strengths and aspects for further development. Parents are very happy with the service she provides. The childminder monitors children's development. She provides parents with regular summaries of their child's progress. Where children also attend other settings, the childminder works in close partnership with other providers. She exchanges information and successfully plans ways to complement and build on children's learning. Arrangements for safeguarding are effective. The childminder has a good understanding of procedures to follow if she has concerns about a child's welfare.

Quality of teaching, learning and assessment is good

The childminder provides children with a good level of challenge and looks for ways to extend their learning during their play. For example, as children enjoy water play, she models counting, talks about size and position and sings number rhymes. She builds on their early mathematical understanding and encourages their interest in numbers. The childminder fosters children's enjoyment of books. As she reads, she encourages children to turn the pages and talks with them about what they notice in the illustrations. She skilfully abridges stories as needed to tailor them to children's level of interest and ability to sustain attention. The childminder identifies any gaps in children's learning and successfully plans ways to address and close these.

Personal development, behaviour and welfare are good

The childminder is caring and nurturing. She sets a good example for children and reminds them to share, take turns, have good manners and behave well. She places a strong emphasis on building children's independence skills. She coaxes them to manage as much as possible for themselves from an early age. For example, she encourages young children to feed themselves, use a knife and fork and drink from an open cup. They get out their mat for nappy changes and put on their own scarves. The childminder teaches children about safety. For instance, she explains that they might slip on a wet floor and reminds them to be careful not to trip over trailing blankets as they carry them.

Outcomes for children are good

Young children begin to match colours, for instance, as they post balls of different colours into corresponding coloured holes in a box. They fit pieces of inset puzzles into the right spaces and start to use some number names. They begin to use words to describe their experiences, such as saying cold as they feel ice cubes. All children make good progress from their starting points. They show high levels of fascination, motivation and interest. Children's confidence and ability to concentrate are growing. They are developing important skills that they will need for their future learning.

Setting details

Unique reference number	268488
Local authority	Warwickshire
Inspection number	1058088
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	6
Number of children on roll	14
Name of registered person	
Date of previous inspection	5 August 2015
Telephone number	

The childminder was registered in 1999 and lives in Baddesley Ensor, Atherstone. The provision operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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